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Practice Links

Issue 46, February 2012



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Continuing Professional Development

Lost in Austerity: Rethinking the Community/Voluntary Sector

Thursday February 23rd, 2012, 2-4 pm, Brookfield Lecture Theatre G05, UCC, Thursday February 23rd, 2012.

The ISS21 Civil Society Research Cluster is delighted to present Niall Crowley Independent Equality Consultant and ex-chief executive of the Equality Authority on Lost in Austerity: Rethinking the Community/Voluntary Sector

Introduced by: Prof Fred Powell, Department of Applied Social Studies, UCC
Chair: Prof Michael Ward, Food Business & Development and Centre For Co-Operative Studies, UCC
With discussants:

- Eve Philips - Co-ordinator, Ballincollig Family Resource Centre
- Jim O'Donovan - Director of Services, Community and Enterprises Board, Cork City Council
- Deidre O'Byrne - Independent Community Consultant
- Siobhan O'Dowd – Community Development Officer, Ballyphehane/Togher CDP, Cork (tbc)

St. Louise's & St. Clare's Units Joint Annual Conference: Overcoming Challenges in Child Sexual Abuse Interventions

Friday March 2nd 2012 Ashling Hotel, Dublin.
Opening Address: Ms Frances Fitzgerald, Minister for Children & Youth Affairs

Confirmed Speakers:
Ms. Emily Logan, Ombudsman for Children
Mr. John Foden, National Counselling Service, Galway Stopping Cycles of Abuse: What can we learn from adults who were abused as children
Workshops from the Units (delegates can attend 2):
1. Social networking and CSA
2. CSA concerns in the context of acrimonious parental disputes
3. Working therapeutically with parents whose children have been sexually abused
4. Helping children who have exhibited problematic sexual behaviour
5. Exploring the "Myths" surrounding Credibility Assessments
To ensure you receive a brochure in January 2012, please email your details to st.louises@olchc.ie or telephone (01)409 6200.

Social Workers in Disability (SWID) Conference "Progressing the New model for Disability Services. Social Work –Managing the Change"

9th March 2012. The Radisson Hotel, Athlone.
See IASW website for further information: http://www.iasw.ie

Social Care Ireland Conference 2012. 'Taking Stock'

This year's conference will take place on Wednesday 28th and Thursday 29th March 2012 in the Kilkenny Ormonde Hotel. Please see www.socialcareireland.ie for further conference details.

SCI
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Continuing Professional Development

Everybody Hurts Sometimes… One Day Conference on Self-Injury

Date: Friday 2nd March 10:00 – 5:00 Venue: 3074 Arts building Trinity College Dublin

Cost: €55 (including healthy and vegetarian lunch and morning refreshments)

Rationale

Research shows that one in five people may experience self-injury during their life time (UNICEF Ireland, 2011; Gollust et.al., 2008) and that it spans the entire population: young and old, male and female, socially disadvantaged and privileged alike. This conference explores self-injury across the spectrum of contexts alongside the interventions that have been found to be helpful.

Presentations Include

Key Note Presentation: Helping the Self, Not Fixating on the Harm: A Mother and Son's Experience of Self-Harm by (names withheld); Reaching Out - or Not: Why the Statutory Approach to DSH isn't Working, by Chiara Seery, Research Assistant, Student Counselling Services Trinity College Dublin; Self-Injury: A Therapeutic Perspective, by Karl Tooher, Therapist; Strong and Silent: Men, Masculinity and Self-Injury, by Kay Inckle School of Social Work and Social Policy, Trinity College Dublin; The Impact of Alcohol Use on Self-Harm, by Conor McCafferty, Zest, Derry; Adolescents Speak Out: Needing Someone to Talk to, Someone to Listen 24/7, by Eilis Hayes, School of Nursing and Midwifery, Trinity College Dublin; "It's a Safe Space": The Unique Role of Self-Injury Peer-Led Groups, by Melanie Boyce, Research Fellow, Anglia Ruskin University, UK

To register for the conference please contact Ailish Kennedy AKENNED@tcd.ie T: 01 896 3885

Understanding and Responding to Self-Injury: A Harm-Reduction Approach

8 Week Intensive Course in Trinity College Dublin

When: Friday evenings 6:30 – 8:00 and Saturday daytime 9:00 – 2:00, Friday 9th March to Saturday 19th May (excluding St Patrick's and Easter weekend and 20th-21st April.

Cost: €650 per person

Accreditation: IASW CPD, Irish Nursing Board (pending), Cert of completion

Content Includes: Self-injury: definitions, problems, positions; Embodiment and the functions of self-injury; An in depth, life-course approach to self-injury; Critical mental health; Harm-reduction; Creative interventions; Policy development. It draws on the latest research and practice and uses a range of learning methods to develop understanding, skills and practice.

For further information contact: Dr Kay Inckle: E: kinckle@tcd.ie; T:01 8962991 or 0871427211

Continuing Professional Development

BAPSCAN 8th National Congress - 'Keeping Children Safe in an Uncertain World'

Sunday 15th - Wednesday 18th April 2012 in Belfast, Northern Ireland. BASPCAN has held a triennial Congress since 1991, providing an opportunity for professionals from a range of disciplines from across the United Kingdom and internationally to share the latest findings from research and to debate how families may be supported and children kept safe. I would like to extend a personal invitation for you to consider submitting an abstract to present some of your work. Alternatively, you may wish to attend Congress as a delegate, and to join in the debates and discussion with colleagues from across the world.

The Congress will take place at the historic Queen's University Belfast (http://www.qub.ac.uk/), close to the city centre and right in the cultural heart of the city. Belfast is well served by low cost flights from across the United Kingdom, Ireland and Europe, and ferries from Scotland and England. There are also direct flights from both Canada and the USA.

'All Our Children: positive experiences, successful outcomes for looked after and other vulnerable children'

EUSARF 2012 | 4th to 7th September 2012 | Thistle Hotel, Glasgow. Incorporating the 10th International Looking After Children Conference

This conference aims to bring together researchers, practitioners, managers and policy makers, to address topical issues facing vulnerable children and young people, and their families. The programme will highlight three overarching themes: perspectives of children and young people; organisational change and effective intervention.

The call for papers will be available shortly through www.eusarf2012.org <http://www.eusarf2012.org> and we will be accepting abstract submissions from the 31st January. Please continue to check our website for updates and email us at eusarf2012@strath.ac.uk if you have any further enquiries.

If you have a booking enquiry or would like further information, please call us on 0141 950 3683 or email us at celcis@strath.ac.uk. Please continue to visit our website for regular updates and information on our services at www.celcis.org <http://www.celcis.org> . You can also Follow us on Twitter <http://twitter.com/CELCIStweets> and Join us on Facebook <http://www.facebook.com/CELCIS>

The 3rd International Conference on Survivors of Rape (call for papers)

This two day conference, will be held on November 9th and 10th 2012, with a seminar day taking place on Thursday the 8th, in the West of Ireland city of Galway. Visit www.icsor.org for more information. With ICSoR 2012, we hope to build on the excellence of the previous conferences, which dealt with the treatment of survivors of rape, the enhancement of our understanding of the impact of rape and to improve the quality of multidisciplinary care for survivors of rape. The call for papers opens on 30th January, visit ICSoR 2012 (www.icsor.org) for more information. Closing date for abstracts is the 20th April 2012

Continuing Professional Development

University of ULSTER

ADVANCE NOTICE

2nd International Symposium on:

Decisions, Assessment, Risk and Evidence in Social Work





Monday 2nd & Tuesday 3rd July 2012
Templeton Hotel, Templepatrick, Northern Ireland
(convenient to Belfast International Airport)

The first Symposium in 2010 attracted over 70 researchers, educators, policy makers, managers and senior practitioners to share current developments and to promote collaborative research, service development and teaching initiatives to improve professional knowledge and skills for the ultimate benefit of clients and families. This second Symposium is designed to build on that event.

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Plenary Speakers:
Professor Hazel Kemshall, De Montfort University Leicester who has published widely on risk assessment and management with adult client groups including criminal justice.

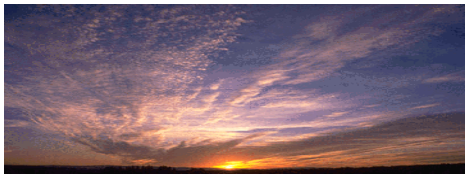
Professor Aron Shlonsky, University of Toronto who has published widely on risk assessment and predicting harm in child welfare, and on evidence based practice in social work.

Call for abstracts is now open at http://www.socsci.ulster.ac.uk/irss/dare2012/abstracts.html

Further information will be added to our website over the coming months:
www.socsci.ulster.ac.uk/irss/dare2012

If you would like your name to be added to the list for publicity, email:
Mrs Sharon Lucas at: dare@ulster.ac.uk

Registration now open:
http://www.socsci.ulster.ac.uk/irss/dare2012/



M.Soc.Sc. in Voluntary and Community Sector Management

This one day a week, two year part-time programme is aimed at experienced community/voluntary sector workers who currently manage/co-ordinate provision within the sector. Applicants should also possess at least a second class honours degree or a relevant professional qualification. The next two year degree programme starts September 2012.

Further information: Check online prospectus at www.ucc.ie/en/CKE75 or contact

Dr. Féilim Ó hAdhmaill Tel: 0214902616 Email: f.ohadhmaill@ucc.ie

Applications must be made online at http://www.pac.ie .
Closing date: April 20th 2012

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Social Care Research Bursary

Application Forms Available on www.iasce.ie from 24th of Feb 2012

This bursary aims to support research that will enhance the body of knowledge in the field of social care.

FUNDING AVAILABLE: For social care workers /graduates with a minimum of level 7

APPLICATIONS: Available from www.iasce.ie from 24th of February 2012

APPLICATION DEADLINE: 27th of April 2012

Continuing Professional Development

New Horizons in Safeguarding Children: May 23rd and May 24th Manchester Conference Centre (call for papers)

This forward looking conference will take place at the Manchester Conference Centre on the 23rd and 24th of May 2012. The conference welcomes presentations from participants (practitioners, policy makers, academics, postgraduate research students, service users/service user led organisations, commercial organisations). See website for full details on call and registration: http://www.nspcc.org.uk/inform/newsandevents/cpconferences/new-horizons-safeguarding-children_wda86227.html

8th Annual Conference of the Rehabilitation and Therapy Research Society (RTRS)

8th Annual Conference of the Rehabilitation and Therapy Research Society (RTRS), on Friday 25th May, 2011. Representatives from the professions of occupational therapy, speech and language therapy and physiotherapy across Ireland established the Rehabilitation and Therapy Research Society in May 2004. The aim of the society is to promote cooperation and collaboration on the island of Ireland in developing research activity in these allied health professions. The conference is a great opportunity to be updated on current research in the therapies, be informed of research opportunities, and network with colleagues. This year the RTRS conference will be held in University College Dublin and the theme is "Promoting Health and Wellbeing across the Lifespan". Abstracts welcome by Friday 17th February, 2012 on www.rtrs.org <http://www.rtrs.org/> .

Keynote speakers include:

- Professor Elizabeth Dean (University British Columbia, Canada) - Attention to Health – The Forgotten Link: Implications for Clinical Practice and Research
- Dr Virpi Timonen (Trinity College Dublin) - Trends in ageing and challenges for the provision of care for older people
- Dr Stephen Bloch (University College London) - Everyday conversation and progressive neurological disorders: Implications for clinical practice

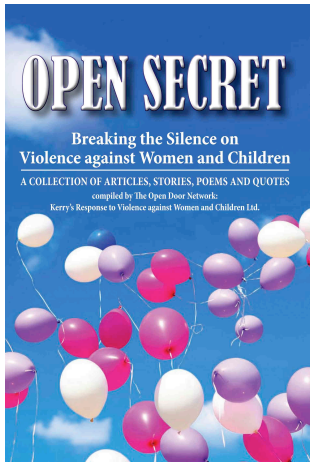
Invited HRB Research Fellows include:

- Ailish Molone (Royal College of Surgeons Ireland) - Gait analysis in cervical spondylotic myelopathy: informing surgery and rehabilitation practice
- Katie Robinson (University of Limerick) - Meeting the Occupational Needs of People with Chronic Pain.

Please submit an abstract by Friday 17th February, 2012 on www.rtrs.org <http://www.rtrs.org/> .

Open Secret – breaking the silence on violence against women and children,

is a contemporary look at the issues of domestic and sexual violence, its impact on families, communities and society. It is essential reading for everyone who cares about equality. This collection of writings will inspire an examination of our responses to women and children who live with the effect of abuse. The Open Door Network is Kerry's response to Violence against Women and Children. Since 1996 our members have worked together to inform, support and build a co-ordinated community response to Violence against Women across Kerry. This publication aims to share our learning and harness the experiences of survivors, supporters and service providers. Book available from:

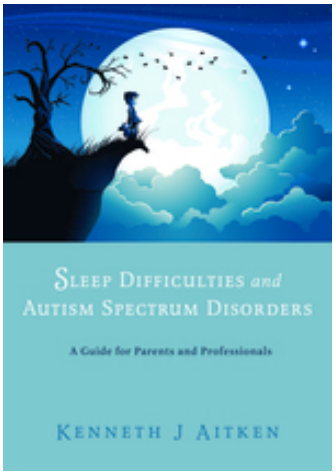


Open Door Network,
Kerry Response to Violence against Women and Children Ltd.
1st Floor CDP, Rock Business Park, Rock Street, Tralee, Co. Kerry
087 6169704 - opendoornetwork@eircom.net

New publications and policy reports

Sleep Difficulties and Autism Spectrum Disorders. A Guide for Parents and Professionals (2012)

Problems with sleeping are common and make life difficult for the individual who is affected and for those around them. Sleep difficulties are particularly prevalent amongst people with Autism Spectrum Disorders (ASD) and often cause or worsen other difficulties. This comprehensive guide to the management of sleep problems, introduces all the proven remedies and focuses on the problems commonly found in ASDs and related conditions. The author discusses sleep in depth, including how we currently define and understand it. The full spectrum of sleep disorders is explained alongside the range of possible treatment approaches. The book also examines why some sleep problems are more common among people with an ASD than others, how sleep problems evolve over time, what can be done to treat them and the likely benefits from different treatments. This book is a complete resource for professionals, families and carers working with those suffering from sleep problems of any kind. It will be of great interest to anyone wanting to gain a thorough understanding of sleep in relation to ASDs.

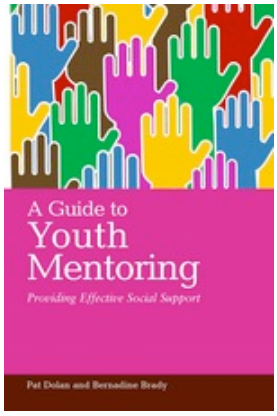


http://www.jkp.com/catalogue/book/9781849052597?utm_campaign=Aitken_Sleep-Difficulties-ASDs_Feb12_NUC&utm_medium=Email&utm_source=CM_jessica-kingsley-publishers&utm_content=Aitken_Sleep-Difficulties-ASDs_Feb12_NUC

A Guide to Youth Mentoring. Providing Effective Social Support (2011)

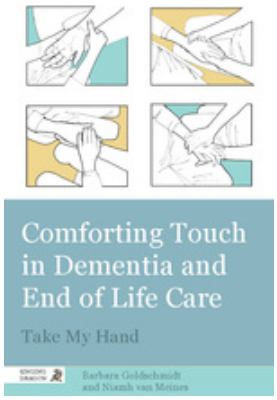
Pat Dolan and Bernadine Brady

Youth mentoring can be an effective way of supporting troubled youth, helping them sustain positive mental health, cope with stress, and lead successful lives through adolescence and into adulthood. This book is a comprehensive guide to youth mentoring programmes, illustrating how, if managed well, they can increase the social support available to young people. It outlines the objectives and benefits of mentoring, how it works, and how to mentor successfully. Youth mentoring in community and school settings is covered, as well as mentoring for vulnerable youth. The book illustrates different mentoring models and provides practical strategies for assessing, setting up, and monitoring the mentoring relationship and its outcomes for the young person. The challenges and difficulties associated with mentoring programmes and strategies to overcome them are also addressed. This will be an essential guide for anyone working with young people, including youth workers, social workers, residential care staff, foster carers, community development workers, teachers and community police. http://www.jkp.com/catalogue/book/9781849051484



Comforting Touch in Dementia and End of Life Care. Take My Hand

The simple sensation of touching someone's hand can have a powerful therapeutic effect. Hand massage is a positive and meaningful way of reaching out and providing comfort to those who are elderly, ill or nearing the end of life, and it can be particularly effective for people with dementia who may respond well to positive non-verbal interaction. This book offers inspiration for all caregivers looking for an alternative way to support and connect with a family member, friend or patient in their care. It teaches an easy 30 minute hand massage sequence and offers clear instructions and detailed illustrations to guide the reader through each step. Combining light massage strokes with focused awareness, and paying close attention to points on energy pathways, this book introduces a structured way of sharing touch that is grounded in Western and Eastern massage traditions. Gentle touch therapy is ideal for healthcare professionals and family members alike, and has been shown to have physical and emotional benefits for both the giver and the receiver.



http://www.jkp.com/catalogue/book/9781848190733?utm_campaign=Goldschmidt_Comforting-Touch_Dec11_NUC-jkp&utm_medium=Email&utm_source=CM_jessica-kingsley-publishers&utm_content=Goldschmidt_Comforting-Touch_Dec11_NUC-jkp

New publications and policy reports

Creating Excellence in Dementia Care: A Research Review for Ireland's National Dementia Strategy. Suzanne Cahill, Eamon O'Shea & Maria Pierce (2012)

The purpose of this report is to create the evidence-based research that will help to lay the foundations for the new Strategy (The National Dementia Strategy). The objectives of this evidence-based research review were fourfold:

1. to review current and future demographic trends in Ireland and provide estimates of current and future dementia prevalence rates, in relation to both those aged 65 and over and younger people; 2. to specify the main economic costs of dementia care; 3. to review current service availability (based on the recent Health Service Executive (HSE) audit) and estimated future demand for services; 4. to review best practice in dementia care locally and internationally. https://www.tcd.ie/Communications/content/pdf/Creating_Excellence_in_Dementia_Care2012.pdf

Social Justice Ireland Analysis and Critique of the Budget 2012

Social Justice Ireland has produced a 24-page Analysis and Critique of Budget 2012.
http://www.socialjustice.ie/sites/default/files/file/Budget/2012/2011-12-07%20-%20Budget%202012%20Analysis%20and%20Critique.pdf

Eliminating Health Inequalities: A matter of Life and Death. Sara Burke and Sinead Pentony

There is now evidence to show that more equal societies do better across a range of outcomes, including health. Equality is good for everyone in society. TASC is publishing this report because of the interrelationship between economic and health inequalities. Higher levels of economic inequality result in poorer health for everyone, but especially for those on the lowest incomes. Eliminating health inequalities is, as the title of this report says, a matter of life and death. TASC argues that we have the means and opportunity to achieve a more equal – and thus healthier – society.

http://www.tascnet.ie/upload/file/HealthWeb.pdf

The Primary Classroom: Insights from the 'Growing Up in Ireland' Study

McCoy, Selina, Smyth, Emer, Banks, Joanne (January 2012)

The Growing Up in Ireland study provides a unique opportunity to examine the school and classroom experiences of primary school children, placing these experiences in the context of very detailed information from school principals and classroom teachers. This report draws on the first wave of the Growing Up in Ireland study, examining the lives and experiences of one-in-seven 9-year-old children in Ireland. Combining detailed information from parents, school principals and teachers, as well as, crucially, children themselves, this report addresses a number of important themes in Irish primary education. These include the allocation of time to different subject areas, the approaches and strategies teachers adopt in teaching 9-year-olds, and children's engagement in school.
http://www.esri.ie/UserFiles/publications/BKMNEXT205.pdf

A Study on the Prevalence of Special Educational Needs

Banks, Joanne, McCoy, Selina (December 2011)
The increasing emphasis on inclusive education internationally has broadened the definition of special educational needs (SEN) and greatly affected national prevalence estimates. In line with these international trends, in Ireland the EPSEN Act (2004) defines SEN as any 'restriction in the capacity of a person to participate in or benefit from education'. Taking this broad definition, this study draws on the first longitudinal study of children in Ireland, Growing Up in Ireland, to generate a new estimate of SEN prevalence among Irish nine-year-old children. The analysis combines detailed information, collected from parents and teachers, encompassing diverse types of SEN, including physical disabilities, speech impairments, learning disabilities and emotional/behavioural difficulties. In doing so, the study establishes a SEN prevalence rate of 25 per cent among children in the mid-primary years, a rate very much in line with recent research in other European contexts. Additionally, the study details the diversity of data collected on children and young people with SEN and disabilities across agencies and government departments, the potential value of this data and directions for improved learner databases.
http://www.esri.ie/UserFiles/publications/20091113090533/BKMNEXT198.pdf

New publications and policy reports

Growing Up In Ireland - Influences on 9-Year-Olds' Learning: Home, School and Community (2012)



"Quoted text from GUI website": Growing Up in Ireland – 'Influences on 9-Year-Olds' Learning: Home, School and Community' examines the ways in which children's recreation outside school can influence their educational achievement. It places children's activities in the context of their home, school and neighbourhood, highlighting important issues for policy development. The findings are based on data from the first round of interviews with 8,500 nine-year-old children as well as interviews with their parents, teachers and principals. Interviewing took place from September 2007 to June 2008. As part of the study the children took the Drumcondra assessment test in reading and maths, a test widely used in primary schools. Now that they have turned 13 years of age these children, and their families, are currently taking part in a follow-up interview. (A full download of the report and the executive summary can be found by clicking here)

Key findings include:
Nine-year-old children fall into five distinct groups on the basis of their activities outside school:

1. Cultural Activities (25%): Those who are very involved in cultural activities, such as music and drama lessons/clubs and reading for pleasure
2. Sports & Computer Games (20%): Those who spend a lot of time playing sports and computer games
3. Social Networkers (18%): Those who use computers a lot, especially for keeping in touch with friends
4. Busy Lives (15%): Those who spend time on a very wide range of structured activities, leading 'busy lives'
5. TV & Sports (23%): Those who spend their spare time in mainly unstructured activities, such as watching TV and spending time with friends, and rarely use ICT.

- The main difference in children's out-of-school activities centres on ICT use. The majority (73%) of nine-year-olds use computers for fun/games, 42% use them for learning (outside school), 22% for music/movies and 17% for social networking.
- This contrasts with computer use in school. The vast majority of nine year olds have access to computers in school - access was higher among those in single-sex and Gaeltacht schools, and among those being taught in multi-grade settings or by a male teacher.
- Over 40% of nine-year-olds do not have internet access at school and over a fifth hardly ever use ICT in class. The use of ICT in classroom learning was greater in private schools, designated disadvantaged schools and Gaeltacht schools, and in urban areas.
- There are clear differences in school performance according to the types of activities in which children engage. Children who take part in cultural activities and in social networking have higher levels of reading and mathematics performance than others. However, being involved in too many activities cancels out some of the educational benefits.
- The lowest levels of educational achievement are found among those who mainly engage in unstructured activities (such as watching TV) and who do not use ICT.
- There are clear gender differences in children's recreation. Girls are more likely to be involved in cultural activities and to use social media to keep in touch with friends. Boys are more involved in playing sports and computer games.
- Out-of-school activities are also influenced by the schools children attend. Nine year olds attending gaelscoileanna are more likely to be involved in cultural activities and watch less TV than other children. Children who use the internet in school are more likely to use computers outside school.
- Children from middle-class and highly educated families are more involved in cultural activities than those from the most disadvantaged families (one-in-three compared to less than one in 10). Because many of these activities need to be paid for, low income may be an obstacle to participation for some children. This is a significant finding since these activities have been found to enhance school engagement and academic performance.
- Children's activities vary depending on the neighbourhood they live in. Nine out of 10 mothers feel it is safe for their child to play outside during the day while over half (57%) say there are recreational facilities appropriate to a 9 year old in their local area. Children are more involved in structured cultural activities where there are local recreational facilities. (Parents who feel there are no safe places to play locally are also more likely to send their children to structured cultural activities.

All Growing Up in Ireland Reports available from http://www.growingup.ie/index.php?id=61

New publications and policy reports

A Minimum Income Standard for Ireland A consensual budget standards study examining household types across the lifecycle

"A report funded by the Department of Social Protection suggests that the majority of families dependent on Jobseeker's Benefit do not have an adequate income for a basic standard of living. One of the authors of the report said because the minimum wage and social welfare payments are not linked to what is needed for a basic standard of living, poverty and social exclusion will continue in Ireland" from: http://www.rte.ie/news/2012/0206/jobseekers.html. Trinity College's Policy Institute and the Social Inclusion Division, Department of Social Protection. Full report available after 7th February on this website: http://www.tcd.ie/policy-institute/publications/

Kiko and the hand (Council of Europe)

This bedtime book explains The Underwear Rule to children. You can read it to your children so they can learn the difference between touching that is okay and touching that is not okay. If you want to know more on the subject please go to www.underwearrule.org

NESC publishes Council Report 124: Quality and Standards in Human Services in Ireland: Overview of Concepts and Practice

High quality public services demand much more than minimum compliance with rules and regulations. For human services, such as eldercare and disability, we need to use regulation and standards that focus on performance and outcomes. This is one of the key messages from the initial report in a series of reports on quality human services published today by the National Economic and Social Council (NESC). The report is the first review of Irish human services of its kind. It examines international and Irish evidence of approaches to regulation and standards-setting in human services, and the promotion of good practice.

One strength of Ireland's standards and quality improvement systems in some service areas is the range of bodies actively involved, from the public sector, the private sector and voluntary and community organisations. This is the direction other countries are seeking to get to and Ireland already has a head start. Full report: http://www.nesc.ie/en/publications/publications/nesc-reports/124/

Continuing Professional Development(CPD) and Social Work in Ireland: A National Study.

Halton,C., Powell,F.W., and Scanlon,M. IASW Journal (Winter, 2011: 41-46). Available to IASW members at http://www.iasw.ie

Groupwork An Interdisciplinary Journal for Working with Groups. Special Edition of Student Writing about Groupwork 21(2), 2011, pp. 3-113.

Due for publication in March 2012, the special edition is guest edited by Mary Wilson from University College Cork and Paul Johnson from the University of Southern Maine USA. The special issue showcases students' writing about their groupwork practice and attests to the commonalities and diversity that exist in education and practice spheres in Ireland and the USA. The UCC contributors are BSW students, while those from USM are MSWs.

A great variety of agencies are represented in the special edition ranging from the therapeutic to the political. What is marvelous about the eight student papers is that their fears and trepidations; concerns, new learnings, various approaches and willingness to try something different, are all discussed candidly. There is something refreshing and honest about them. This special issue speaks to a wide range of contexts and practice populations. Those who are currently studying will read these articles and draw some parallels to work in their respective placement settings. For groupwork teachers, there is learning from the students' reflections about the importance of providing a good theoretical foundation, encouraging the development of a strong value base and facilitating greater visibility for groupwork as a mainstream method of intervention.

To all who have an interest in groupwork please share this edition with your peers and remember that this is about partnerships between practitioner and service user, college and field, teacher and pupil. It is relevant to all who seek to re-discover the essence of the social work project in the 21st Century.

CALL FOR PROJECTS

Are you a member of a community group, voluntary organisation, resident's association, NGO?

Do you need a small piece of research done, but don't have enough money or resources to carry it out at this time?

Community - Academic Research Links

What is this about?

Community - Academic Research Links use a science shop approach to research. This service provides independent, participatory research support in response to concerns experienced by civil society. Science shops use the term 'science' in its broadest sense, incorporating social and human sciences, as well as natural, physical, engineering and technical sciences.

The aims of this initiative are to: provide civil society with knowledge and skills through research and education; provide their services on an affordable basis; promote and support public access to and influence on science and technology; create equitable and supportive partnerships with civil society organisations; enhance understanding among policymakers and education and research institutions of the research and education needs of civil society; enhance the transferrable skills and knowledge of students, community representatives and researchers.

How does it work?

As part of their academic course, students undertake a minor dissertation (between 10,000-30,000 words). In past years, students designed their own study and then contacted groups for permission to collect data. These projects serve to develop the research skills of the students; however, the research may not always answer the needs of social practice.

In our model, the students undertake their studies, learn about research methods, data collection, ethics, literature reviews as usual; however, the major difference is that the research projects undertaken are explicitly studies of issues identified by the community. These are studies/research which the community identifies as important and need to be undertaken, but they cannot pay for it and/or do not have themselves the expertise to undertake the study at this time.

How long does this take?

The usual time-scales of such projects would be a) proposals submitted by groups by the 1st March, b) at the end of March a committee of UCC staff and representatives from the community and voluntary sector review the proposals to see which ones are sufficiently developed and feasible for a student to undertake, and c) students begin their work in May (MSW) or October (other courses). Projects must be small enough to be completed (at least the first part) within the academic year, roughly 9-12 months. Groups normally receive their research report in July. As we are a small unit, it is expected that only a small number of projects will be taken on.

We are seeking expressions of interest from groups who have research projects that fit the above description and would be amenable to student research in the Schools of Applied Social Studies and/or Business, Law and Information Technology (IT).

Community groups that have are currently involved or previously completed a project, are welcome to apply again.

This year, we would **also** like to invite applications from community groups on topics related to information systems, social media, websites, Android applications and databases.

We look forward to hearing from you!

Before you make contact ...

1. Is your proposed project small enough to be undertaken as part of a student project?
2. Does your group come under the definition of a Civil Society Organisation? (generally not a government service or business - see website for more information on what we consider a CSO).
3. Do you have a clear idea for a research project that, if undertaken, will have a wider benefit to society?
4. Completed research reports are made available for free to the wider community on the web.
5. Please review all of the information on our website to help you develop your proposal.
6. Contact Anna to discuss your idea further and to receive a copy of the application form.
7. Closing date is the 9th March 2012.

CONTACT US

Anna Kingston a.kingston@ucc.ie

http://scienceshop.ucc.ie

While this call specifically relates to **March** for projects to start later this year, proposals can be submitted anytime of the year.

Community & Academic Research Links

UCC Coláiste na hOllscoile Corcaigh, Éire University College Cork, Ireland

Practice signposts: data sources to support practice



This is a new permanent page that will appear in every edition of *Practice Links*. The aim of this page is to provide sign posts to high quality research-informed databases. Some of the databases at a quick glance may seem too medical/health orientated, but also contain great resources to support social work and social care practice also.

Campbell Collaboration

The Campbell Collaboration (C2) helps people make well-informed decisions by preparing, maintaining and disseminating systematic reviews in education, crime and justice, and social welfare. Access to the database in the Republic of Ireland is free as the government of Ireland has purchased a license. http://www.campbellcollaboration.org/

Cochrane Collaboration

The Cochrane Collaboration, established in 1993, is an international network of more than 28,000 dedicated people from over 100 countries. We work together to help health care providers, policy makers, patients, their advocates and carers, make well-informed decisions about health care, based on the best available research evidence, by preparing, updating and promoting the accessibility of Cochrane Reviews. Our work is internationally recognised as the benchmark for high quality information about the effectiveness of health care. http://www.cochrane.org/

National Institute for Health and Clinical Excellence (NICE) - NHS UK

The National Institute for Health and Clinical Excellence (NICE) provides guidance, sets quality standards and manages a national database to improve people's health and prevent and treat ill health. http://www.nice.org.uk/ . Videocasts: http://www.nice.org.uk/newsroom/videocasts/videocasts.jsp. Podcasts: http://www.nice.org.uk/newsroom/podcasts/index.jsp

Health Intelligence Unit (HSE)

Health Intelligence is part of the Quality and Clinical Care Directorate within the Health Service Executive and is responsible for capturing and utilising knowledge to support decision-making to improve the health of the population. Website has links to HSE research, databases, facts (census etc.), publications and using evidence effectively. http://www.hse.ie/eng/about/Who/Population_Health/Health_Intelligence/

Evidence in Health and Social Care (NHS)

NHS Evidence is a service that enables access to authoritative clinical and non-clinical evidence and best practice through a web-based portal. It helps people from across the NHS, public health and social care sectors to make better decisions as a result. NHS Evidence is managed by the National Institute for Health and Clinical Excellence (NICE). http://www.evidence.nhs.uk/

Growing Up in Ireland

Growing Up in Ireland is a national study of children. It is the most significant of its kind ever to take place in this country and will help us to improve our understanding of all aspects of children and their development.

The study will take place over seven years and follow the progress of two groups of children; 8500 nine-year-olds and 11,000 nine-month-olds. During this time we will carry out two rounds of research with each group of children.

The main aim of the study is to paint a full picture of children in Ireland and how they are developing in the current social, economic and cultural environment. This information will be used to assist in policy formation and in the provision of services which will ensure all children will have the best possible start in life.
http://www.growingup.ie/

Social Care Institute for Excellence (SCIE)

The Social Care Institute for Excellence (SCIE) improves the lives of people who use care services by sharing knowledge about what works. We are an independent charity working with adults, families and children's social care and social work services across the UK. We also work closely with related services such as health care and housing. We gather and analyse knowledge about what works and translate that knowledge into practical resources, learning materials and services. Our work helps to improve the knowledge and skills of those working in care services. This includes managers, frontline staff, commissioners and trainers. People and their families who use these services also use our resources. All of our work is developed in collaboration with experts - including people who use care services and their carers. http://www.scie.org.uk/

Research briefs

Interventions for treating anxiety after stroke

C. Alexia Campbell Burton, John Holmes, Jenni Murray, David Gillespie, C. Elizabeth Lightbody, Caroline L Watkins and Peter Knapp

(December 2011)

THE COCHRANE COLLABORATION®

Background: Approximately 20% of stroke patients experience anxiety at some point after stroke.

Objectives: To determine if any treatment for anxiety after stroke decreases the proportion of patients with anxiety disorders or symptoms, and to determine the effect of treatment on quality of life, disability, depression, social participation, risk of death or caregiver burden.

Search methods: We searched the trials register of the Cochrane Stroke Group (October 2010), CENTRAL (The Cochrane Library 2010, Issue 4), MEDLINE (1950 to October 2010), EMBASE (1947 to October 2010), PsycINFO (1806 to October 2010), Allied and Complementary Medicine database (AMED) (1985 to October 2010), Cumulative Index to Nursing and Allied Health (CINAHL) (1982 to October 2010), Proquest Digital Dissertations (1861 to October 2010), and Psychological Database for Brain Impairment Treatment Efficacy (PsycBITE) (2004 to October 2010). In an effort to identify further published, unpublished and ongoing trials, we searched trial registries and major international stroke conference proceedings, scanned reference lists, and contacted select individuals known to the review team who are actively involved in psychological aspects of stroke research, and the Association of the British Pharmaceutical Industry.

Selection criteria: Two review authors independently screened and selected titles and abstracts for inclusion in the review. Randomised trials of any intervention in patients with stroke where the treatment of anxiety was an outcome were eligible.

Data collection and analysis: Two review authors independently extracted data for analysis. We performed a narrative review. A meta-analysis was planned but not carried out as studies were not of sufficient quality to warrant doing so.

Main results: We included two trials (three interventions) involving 175 participants with co-morbid anxiety and depression in the review. Both trials used the Hamilton Anxiety Scale (HAM-A) to assess anxiety, and neither included a placebo control group. One trial randomised 81 patients to paroxetine, paroxetine plus psychotherapy or standard care. Mean level of anxiety severity scores were 58% and 71% lower in the paroxetine, and paroxetine plus psychotherapy groups respectively compared with those in standard care at follow-up ($P < 0.01$). The second trial randomised 94 stroke patients, also with co-morbid anxiety and depression, to receive buspirone hydrochloride or standard care. At follow-up, the mean level of anxiety was significantly lower for those receiving buspirone relative to controls ($P < 0.01$). Half of the participants receiving paroxetine experienced adverse events that included nausea, vomiting or dizziness; however, only 14% of those receiving buspirone experienced nausea or palpitations. No information was provided about the duration of symptoms associated with adverse events.

Authors' conclusions: There is insufficient evidence to guide the treatment of anxiety after stroke. The data available suggest that pharmaceutical therapy (paroxetine and buspirone) may be effective in reducing anxiety symptoms in stroke patients with co-morbid anxiety and depression. No information was available for stroke patients with anxiety only. Randomised placebo controlled trials are needed.

Plain language summary: Interventions for treating anxiety after stroke: Anxiety after stroke occurs frequently and can be treated with antidepressants, other anxiety reducing drugs, or psychological therapy. This review of two trials, which included 175 participants, found that antidepressant and anxiety reducing drugs decreased the severity of anxiety symptoms. However, they also increased side effects. One trial showed that combining an antidepressant with psychotherapy also decreased anxiety symptom severity but not to a greater extent than antidepressant treatment alone. The findings are only applicable to stroke patients with both anxiety and depression as we did not find any studies that considered stroke patients with anxiety only. Future research will need to ensure that stroke patients with anxiety alone are also included in trials, and these trials should include a placebo control group. Read full report: http://onlinelibrary.wiley.com/doi/10.1002/14651858.CD008860.pub2/abstract

Research briefs

Youth Empowerment Programs for Improving Self-Efficacy and Self-Esteem of Adolescents

Matthew Morton & Paul Montgomery (August 2011)



BACKGROUND: Governments, funders, and charity organizations increasingly demand that young people be involved in the processes that affect their lives and communities. Youth empowerment programs (YEPs) are designed to build on the assets of young people through a focus on active participation, mastery experiences, and positive connections in order to improve developmental outcomes and positive transitions to adulthood. Proponents of YEPs suggest that they may constitute an effective, theory-based approach to youth development.

OBJECTIVES: To report the state of the high-quality evidence on the impacts of YEPs on adolescents' (ages 10-19) sense of self-efficacy and self-esteem, as well as other social and behavioral outcomes. To determine if the available evidence indicates best practices among YEPs or differential effects according to particular subgroups of adolescents. To identify directions for further research.

SEARCH STRATEGY: The investigators conducted an international search that included twelve major academic electronic databases, twelve additional relevant institutional web-based publication databases, and a professional outreach for published and unpublished evaluations.

SELECTION CRITERIA: Randomized controlled trials or quasi-experimental trials using a prospectively assigned control group. Controls could have included no intervention, wait-list, or a comparison intervention without a significant empowerment component. Interventions must have regularly involved youth in program decision-making and met other basic youth empowerment standards. The review included interventions outside of formal education, juvenile detention, residential, and therapeutic systems. 6 The Campbell Collaboration | www.campbellcollaboration.org

DATA COLLECTION AND ANALYSIS: 8,789 citations were identified and screened independently and crosschecked by two reviewers. Sixty-eight studies were reviewed in-depth.

RESULTS: Three studies met the review's full inclusion criteria; two of which measured self-efficacy outcomes that could be aggregated in a meta-analysis. The limited data meta-analyzed did not show a combined intervention effect on self-efficacy (z = 1.21; 95% CI -0.12 to 0.49). None of the three studies independently showed significant intervention effects on the review's primary outcomes. Mixed effects were demonstrated by results for secondary outcomes. There was no evidence of harm, in that no study's results revealed statistically significant adverse intervention effects for any of its measured outcomes.

AUTHORS' CONCLUSIONS: The review reveals an insufficient evidence-base from experimental or quasi-experimental studies to substantiate the expectation that YEPs have an impact on developmental assets such as self-efficacy and self-esteem. Further research into YEPs using rigorous impact study designs is needed. Researchers should further develop methods and measures to enable high-quality, mixed-methods process studies to complement impact studies of YEPs so as to provide more useful evidence for practitioners and policy-makers.

Click review for full report: Review

Web Links and Electronic Publications

Service user experience in adult mental health (SCIE, UK)

The National Institute for Health and Clinical Excellence (NICE) has produced guidance which offers evidence-based advice on ensuring a good experience of care for people who use adult NHS mental health services. SCIE was involved in the development of this guidance as well as the Quality Standard which describes high-quality care for adults using mental health services in the NHS in England. Read Service user experience in adult mental health guidance on the NICE website

Protecting Children Post-Ryan Conference. Watch keynote videos back online

The Biennial Child Protection and Welfare Social Work conference committee are pleased to announce that all of the keynote presentations at our October 2011 conference are now available to view for free on our website. To watch the videos click on this link: http://swconf.ucc.ie/videos/ (please note some organisations may block access to this page as the videos are on YouTube.) The videos will play in 320 quality but can also be viewed in high definition quality by changing the setting in the YouTube panel.

Presenters include Minister Frances Fitzgerald TD, The Hon. Mr. Justice Sean Ryan, Dr Carole Holohan (Amnesty International Ireland), Joe MacCarthy (HSE South), John Farrelly (HIQA), Michele Clarke (DCYA) and Professors Sue White and David Wastell (UK).

Journal of Social Work Values & Ethics

The Journal of Social Work Values and Ethics examines the ethical and values issues that impact and are interwoven with social work practice, research, and theory development. JSWVE addresses ethical and value issues that encompass the full range of social problems and issues that social workers encounter. The journal provides the necessary historical perspectives on the development of social work values and ethics, as well as present articles providing value and ethical dilemmas stemming from state-of-the-art developments. http://www.socialworker.com/jswve/component/option,com_frontpage/Itemid,1/

Information for Practice (IP)

To help social service professionals throughout the world conveniently maintain an awareness of news regarding the profession and emerging scholarship. The goals of IP are: to identify and deliver a selection of the highest quality available in each category; regularly deliver an interesting mix of new information; create a more global sense of the profession for users from all locales and serve as an introductory socialization force for students http://ifp.nyu.edu/

Call for Book Chapter Proposals



"Applied social care: An introduction for students in Ireland"

(3rd edition due in Spring 2013; Editors Perry Share, IT Sligo & Kevin Lalor, DIT).

Now going into its 3rd edition, this text is primarily aimed at students of social care, and is also of interest to students of social work and youth and community studies. Please forward a 200 word abstract of your proposed chapter to either of the editors. You should indicate how your proposed chapter will improve and build on the 2nd edition. Please also include references to a maximum of 3 recent publications.

For edition 3, we will be primarily updating the existing chapters but we are open to suggestions for new material/contributors. Deadline for submission of proposals: Wednesday 29th February 2012. Selected authors will be required to submit a finished manuscript no later than 31st August 2012.

Dr. Perry Share

(share.perry@itsligo.ie)

Dr. Kevin Lalor

(kevin.lalor@dit.ie)

Podcasts

3rd Biennial Child Protection and Welfare Conference Keynote Videos



All of the keynote videos from this conference are now available in high definition from http://swconf.ucc.ie/videos/ . Please note some organisation's Internet content filters may block this page.

Video: Parental Substance Misuse and Effects on Children

The Social Care Institute for Excellence's (SCIE) Parental substance misuse elearning resource is designed to support social workers responsible for 'children in need' when working with families where a parent or parents are misusing drugs or alcohol.

These elearning resources provide audio, video and interactive technology to assist in exploring parental substance misuse, its effects on children and parenting capacity and the implications for social work practitioners: http://www.scie.org.uk/publications/elearning/parentalsubstancemisuse/index.asp

Audio: Discussion About Effects of Loneliness on SW Clients

Latest episode of a collection of podcasts (+70) which can also be accessed via http://www.facebook.com/swpodcast. The latest episode is by Thomas Joiner, Ph.D who is a Professor of Psychology. He talks about of the biological and social factors that contribute to men's loneliness.. Along with the effects of loneliness on men's health and well-being, including the issue of suicide. He proposes some solutions that include simply reaching out: http://socialworkpodcast.blogspot.com/2011/12/lonely-at-top-interview-with-thomas.html#more

Audio: So You Want To Work Abroad?

A discussion around how professional qualifications can now allow SW to travel to work in other countries. Whilst this is a US podcasts focussing on working in the UK it is very relevant for Irish professionals who are thinking of making a move overseas: http://socialworkpodcast.blogspot.com/2010/04/so-you-want-to-work-abroad-interview.html

Audio: At A Loss ? Giving Consent for a Post-Mortem Following Death of a Child

One of the most difficult and important decisions that parents have to take following the death of a baby or young child is whether or not to ask for a post mortem. This audio documentary includes the view of parents and medical professionals about why they made the choice they did. The podcasts touches on broader subjects around grief, loss and making difficult decisions at a very traumatic time: http://podcast.open.ac.uk/oulearn/health-and-social-care/podcast-ataloss-01

Video: Aspergers – Helping Clients Build Social Skills

An online lesson aimed at building skills – the focus is on helping clients with Aspergers build or enhance their social skills. It includes some interesting background information and some practical exercises: http://www.youtube.com/watch?v=ujJCI_dBbzI

Audio: Community Care Magazine Podcast

A round-up of issues relevant to Social Work from the UK's leading SW publication. Latest episode focusses on mainly UK issues but the link also includes a back catalogue of podcasts covering a wide variety of contemporary issues and topics: http://communitycare.podomatic.com/

Audio: Self Directed Support



Of relevance of to SW in the area of disability this is a collection of audio podcasts and presentations mostly from Scottish social services. The podcasts provide a variety of views around the UK experience of the move to "self directed support" i.e. where service users are empowered to take control of their own care packages: http://feeds.iriss.org.uk/irisspodcast

About Practice Links

Practice Links is a free e-publication for practitioners working in Irish social services, voluntary and non-governmental sectors. *Practice Links* was created to help practitioners in these areas to keep up-to-date with new publications, electronic publications, conferences and continuing professional development opportunities. *Practice Links* is published every other month in Adobe Acrobat (.pdf file). Distribution is by email and on the *Practice Links* website http://www.ucc.ie/en/appsoc/aboutus/activities/pl/ .

Submissions

Submission for publication should be received two weeks prior to the next publication date. Please forward submissions by email to k.burns@ucc.ie.

SWDU

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